

## Subject Description Form

<b>Subject Code</b>	CC4151 / CC4151P
<b>Subject Title</b>	Chinese Cultural Policy and Heritage Management 中國文化政策與文化遺產管理
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion for CC4151: CC4151P Exclusion for CC4151P: CC4151
<b>Objectives</b>	<p>This course aims to offer an in-depth understanding of the factors and mechanism of cultural policy formulation on the one hand and problems, constraints and prospects of cultural heritage conservation in China on the other. Definitions, characteristics, historical background, international trends in heritage preservations, development models and prospects for both cultural policies and the cultural industry in present- day China will be studied, as will factors influencing cultural policies and the impact of policy environment on the development of cultural industry.</p> <p>Recent development of cultural heritage conservation and management in China within the context of rapid economic growth and marketization will be examined. Policy, management system, financing and operating models of cultural heritage conservation, as well as commercialization of cultural heritage will be looked into.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) understand the relationship and dynamics of cultural policy and heritage management in China,</li> <li>b) understand the theories and development of cultural policies and the cultural industry in China,</li> <li>c) analyze critically the relationship between cultural development and political and economic development in China,</li> <li>d) have a systematic understanding of the current trends of cultural heritage conservation policy and management in China and the world, in both theory and practice,</li> <li>e) identify the problems and constraints of cultural heritage conservation and analyze the prospects and opportunities for better management.</li> </ol>

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) What is cultural policy, cultural industry, and heritage management?</li> <li>2) Nature, functions and limits of cultural policies in China</li> <li>3) Development of cultural policies in China</li> <li>4) Definition and characteristics of the cultural industry in China and its relations to the global trend</li> <li>5) Impact of policy environment on the development of cultural industry</li> <li>6) Cultural heritage conservation policy and management in China</li> <li>7) Impact of the market-oriented reform on cultural heritage conservation and management</li> <li>8) Financing and commercializing cultural heritage conservation in China</li> <li>9) Selected cases of cultural heritage conservation and management in China</li> </ol>																																															
<b>Teaching/Learning Methodology</b>	<p>The course consists of lectures, tutorial sessions and fieldtrips, but is essentially research-oriented. Student will read assigned readings before class and discuss issues brought up in the lecture. There is a fieldtrip for students to visit and study selected cultural sites for preparation of their case study. Students, in groups, will submit short fieldtrip reports after the visit. Students will further submit group written reports based on case study of particular issues for classroom discussion and then revise them after class into formal written reports.</p>																																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 8%;">a</th> <th style="width: 8%;">b</th> <th style="width: 8%;">c</th> <th style="width: 8%;">d</th> <th style="width: 8%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Classroom participation and weekly assignment</td> <td>5%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Reflective essay</td> <td>15%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Group presentation</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>4. Individual essays</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Classroom participation and weekly assignment	5%	✓	✓	✓	✓	✓	2. Reflective essay	15%	✓	✓	✓	✓	✓	3. Group presentation	40%	✓	✓	✓	✓	✓	4. Individual essays	30%	✓	✓	✓	✓	✓	<b>Total</b>	<b>100%</b>					
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1) Class participation helps to assess students' degree of dedication to the course and ability to present coherently and respond appropriately.</li> <li>2) Weekly assignments timely gauge students' learning ability while enables teacher to make adjustments in teaching</li> <li>3) Reflective essay assesses student's critical thinking as they consume cultural products.</li> <li>4) Fieldtrip reports in groups enable students to work as teams and teacher to know their research ability and presentation skill.</li> <li>5) Individual essays assess students' overall ability to conduct research and present their findings in an accessible way</li> </ol>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	22 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorial</li> </ul>	11 Hrs.
	<ul style="list-style-type: none"> <li>▪ Fieldtrip(s)</li> </ul>	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	35 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	12 Hrs.
	Total student study effort	122 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. McGuigan, Jim. <i>Rethinking Cultural Policy Studies</i>. Maidenhead (England): Open University Press, 2004.</li> <li>2. Miller, Toby. <i>Cultural Policy</i>. London; Thousand Oaks: Sage, 2002. [中譯版 – 蔣淑貞、馮建三譯；國立編譯館主譯：《文化政策》。台北：巨流圖書有限公司，2006。]</li> <li>3. McKercher, B. and Hillary du Cros. <i>Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management</i>, Binghamton NY: The Haworth Press, 2002.</li> <li>4. Orbasli, A. <i>Tourists in Historic Towns</i>. Urban Conservation and Heritage Management. London: E &amp; FN Spon, 2000.</li> <li>5. Kirk A. Denton (2016) <i>The Columbia Companion to Modern Chinese Literature</i>. New York: Columbia University Press,</li> <li>6. De Kloet, Jeroen. "Popular Music and Youth in Urban China: The Dakou Generation." <i>The China Quarterly</i> 183 (2005): 609-626.</li> <li>7. Bosker, Bianca (2013) <i>Original Copies: Architectural Mimicry in Contemporary China</i>. Honolulu: University of Hawaii Press.</li> <li>8. Han, Byung-Chul (2017) <i>ShanZhai: deconstruction in Chinese</i>. Cambridge, MA : The MIT Press.</li> </ol>	

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|  | <ol style="list-style-type: none"><li>9. Zhao, Echo. "Bishan Harvestival." Translated by Matthew Schrader. LEAP (《藝術界》)11(2012).</li><li>10. Keane, Michael (2007) Created in China: The Great New Leap Forward. London; New York : Routledge.</li></ol> |
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